



## Case Story:

**A university's School of Business *develops a class curriculum focused on 'wicked problems.'* We give students a better way of dealing with the wickedness.**

### **SCENARIO:**

When a major university's School of Business wants to create a new Masters-level program around what are becoming commonly referred to as 'wicked problems,' they asked 21 Day Story™ to help develop a method for their students to communicate in a more mobile and modern way. Wicked problems can't be resolved with old school processes.

### **DEFINE:**

A wicked problem is one that is impossible to solve perfectly because of incomplete, contradictory, and changing requirements that are often difficult to recognize. In this phase, participants consider different such problems, and chose the one they'll address first: Fracking. They identify the roles of people engaged in the problem, and the obstacles to resolving it due to the desires, perspectives and concerns of the various stakeholders.

### **EXPLORE:**

The wicked problem gets explored through stories told by different stakeholders: people who own the land the gas is under; neighbors who share water resources; contractors who incur drilling costs with no guarantee of profits; gas companies who refine and distribute the product; people who own the land pipelines have to cross; investors seeking profits; and society, which demands cheap energy and also needs to preserve the environment. These inputs help students develop a risk/reward model for each stakeholder.

### **RESOLVE:**

By looking at risks-rewards at the stakeholder level, students better understand the validity of different positions and look for areas where a balance of interests can be established and sustained over time. Because 21 Day Story uses a 'model driven' instead of a 'data driven' analysis method, it allows for identifications of the misperceptions, false dualities and zero-sum mindsets that typically grow into 'illusions of intractability' around wicked problems.